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ABSTRACT

The handbook presents policies and procedures used by the Flour Bluff (Texas) independent school district to identify and provide programs and services for handicapped children. The following areas are addressed: referral process; individual assessment; admission, review, and dismissal committee process; individual educational plan process; placement in special education; special transportation; program and/or related service review; dismissal from special education; release from all educational services; independent assessment; alternative programs; student withdrawals; private school students; confidentiality of records; maintenance of student records; and transfer of student records. Appended are listings of assessment tests, parent and student rights, definitions of handicapping conditions, abbreviations of special education terms, and requirements for special education forms and reports. (DB)

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CHILD-CENTERED EDUCATIONAL PROCESS

Department of Special Education

MARCH 1981

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PREFACE

THE CHILD-CENTERED EDUCATIONAL PROCESS HANDBOOK OUTLINES THE PROCESS TO BE UTILIZED BY THE FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT FOR IDENTIFYING AND PROVIDING PROGRAMS AND SERVICES TO THE HANDICAPPED. THE OUTLINED PROCESS REFLECTS POLICIES AND ADMINISTRATIVE PROCEDURES SET FORTH BY THE TEXAS EDUCATION AGENCY FOR THE EDUCATION OF THE HANDICAPPED.

J.
GEORGE KAMPERT
DIRECTOR OF SPECIAL EDUCATION

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CHILD-CENTERED EDUCATIONAL PROCESS

REFERRAL PROCESS

The consideration of a student's need for special education or other educational alternatives is to be initiated by a referral to the building principal. The referral may be initiated by the parent, teacher, and other appropriate individuals, groups, or organizations. The results of a district-wide testing or screening program may also be utilized as the basis for referral.

STEP ONE: THE STUDENT REFERRAL FORM IS TO BE COMPLETED BY THE REFERRING PARTY AND SUBMITTED TO THE BUILDING PRINCIPAL FOR PROCESSING. IT IS IMPORTANT THAT THE REFERRAL FORM IS FILLED OUT COMPLETELY AND THE DATE OF THE REFERRAL IS NOTED.

STEP TWO: THE BUILDING PRINCIPAL IS TO ASSIGN AN EDUCATIONAL LIAISON TO REPRESENT THE REFERRED STUDENT ON THE REFERRAL COMMITTEE AND THE ADMISSION, REVIEW, AND DISMISSAL COMMITTEE.

The educational liaison should be knowledgeable of the referred student, when possible. The following guideline may be utilized in appointing an educational liaison:

(1). For a student who is currently enrolled in a regular education program, the regular education teacher or other qualified person may be assigned to serve as the educational liaison.

(2). For a pre-kindergarten student, the special education early childhood teacher may be assigned to represent the student.

(3). For a student who is not receiving educational services, a person from the program area most closely identified with the student's possible needs for special services may be assigned to serve as the designated educational liaison.

(4). For a student who is enrolled in a public or non-public institution and who is returning to school, a representative from the special education office may be assigned to serve as the student's liaison.

The designated educational liaison is to collect data for the referral committee to review and inform the parents of the referral by sending the Parent Information Letter: Referral Form. The form should be completed and returned before further assessment procedures are to be initiated by the school. Collected student data is to include, but not be limited to the following:

(1). Current educational status including attendance records, grades and achievement data

(2). Previous educational efforts and strategies provided for the student and the results of those efforts

(3). Vision and hearing screening results including follow-up reports from vision and/or hearing specialists, when available

(4). General health history or a recent medical examination identifying medical problems that may affect the student's educational achievement

(5). Information reported or provided by the parents

(6). Other information, when appropriate

STEP THREE: THE BUILDING PRINCIPAL AND/OR REPRESENTATIVE IS TO SCHEDULE AND HAVE A REFERRAL COMMITTEE MEETING WITHIN THIRTY (30) CALENDAR SCHOOL DAYS FROM THE TIME THE INITIAL REFERRAL IS RECEIVED AND DATED. A REFERRAL COMMITTEE IS NOT TO BE SCHEDULED FOR A HANDICAPPED STUDENT NEW TO THE DISTRICT; A STUDENT ADMITTED TO THE HOSPITAL; OR A PREGNANT STUDENT. THESE STUDENTS ARE TO BE REFERRED DIRECTLY TO THE DEPARTMENT OF SPECIAL EDUCATION FOR PROCESSING.

The referral committee is to include the building principal and/or representative; regular education personnel; the educational liaison and a representative from deaf education when the referral student has a suspected hearing impairment.

The referral committee is to review the collected data and the recommendations of the members in determining appropriate educational alternatives for the student. The committee is to report it's findings on the Report of the School Referral Committee within thirty (30) calendar school days from the initial referral date.

The committee is to complete and forward the Referral Committee Summary Report to the initial referral source and the parent within three (3) days after the committee meeting.

STEP FOUR: THE COMMITTEE IS TO FORWARD THE STUDENT'S REFERRAL FORMS AND REPORTS TO THE DIRECTOR OF SPECIAL EDUCATION FOR PROCESSING WHEN THE STUDENT IS RECOMMENDED FOR AN INDIVIDUAL ASSESSMENT.

The building principal and/or designated representative are to assure that the forms and reports are completed correctly in order that the Department of Special Education may process the referral. The following reports are to accompany the student's referral form.

(1). Educational and Physical Information Report

(2). Report of the School Referral Committee

(3). Social and Physical Information Report

(4). Referral Committee Summary Report

(5). Other reports, when appropriate

The received referral is to be logged in by the Director of Special Education and assigned to the appropriate assessment person. The student's building principal is then to be notified in writing that the referral has been received and is being processed.

INDIVIDUAL ASSESSMENT PROCESS

The Department of Special Education is to conduct the individual assessment and/or refer the student to another agency or qualified examiner for testing after the parent or the student of legal age "consent" is obtained. The individual assessment is to be conducted in accordance with individual student requirements and in accordance with procedures and policies set forth in the Texas Education Agency's Policies and Administrative Procedures for the Education of Handicapped Students.

STEP FIVE: THE ASSIGNED ASSESSMENT PERSON IS TO SCHEDULE AND HAVE A CONFERENCE WITH THE PARENT AND/OR STUDENT OF LEGAL AGE TO OBTAIN WRITTEN CONSENT FOR CONDUCTING THE INDIVIDUAL ASSESSMENT.

At the conference, the parent or student of legal age is to be informed that consent is voluntary and may be revoked at any time. The assessment person is also to review the (1) tests that are to be administered as part of the individual assessment and who will be conducting the assessment; (2) The Parent and Student's Rights for a Special Education booklet; and (3) have the parent or student of legal age complete and sign the General Notice of Rights Form.

If the parent or student of legal age does not give consent, the assessment person is to notify the student's building principal and educational liaison that consent was not given. A copy of this notification is to be filed in the student's permanent record.

STEP SIX: THE ASSESSMENT PERSON IS TO SCHEDULE AND CONDUCT THE INDIVIDUAL ASSESSMENT WITH THE ACKNOWLEDGEMENT OF THE BUILDING PRINCIPAL AND/OR REPRESENTATIVE AND IN COOPERATION WITH OTHER SCHOOL PERSONNEL. WHEN AN INDIVIDUAL TEST IS TO BE CONDUCTED BY ANOTHER AGENCY OR EXAMINER, THE ASSIGNED ASSESSMENT PERSON IS TO BE RESPONSIBLE FOR REFERRING THE STUDENT THROUGH THE DIRECTOR OF SPECIAL EDUCATION.

The individual assessment is to determine if the student has a qualifying handicapping condition and the educational need of the student for special education programs and/or related services. The following is to be determined for each of the stated handicapping conditions.

(1). Auditorially Handicapped

Licensed physician's, audiologist's, and educational diagnostician statement:

- Otological exam showing serious hearing loss even after corrective medical treatment and/or emplification
- Specification of type and severity of impairment
- Functional implications for educational process

- Implications of the student's hearing loss with or without recommended amplification
- Other assessment findings

(2). Autistic

Multidisciplinary team's (psychiatrist/psychologist, speech therapist, and other) statement:

- Type, nature, and severity of the disturbance in each area:
  - speech and language
  - relatedness
  - perception
  - developmental rate
  - motility
- Description of instruments or procedures used in assessment
- Functional implications for situations involving instruction
- Recommendations for instructional strategies, behavior management, parent counseling and other related services
- Other assessment findings

(3). Deaf Blind

- Audiological evaluation (AH specific eligibility criteria)
- Visual evaluation (VH specific eligibility criteria)
- Educational assessment
- Other assessment findings

(4). Emotionally Disturbed

Licensed and/or certified psychologist's, psychiatrist's or associate psychologist's (under direct supervision of a psychologist) statement:

- Student exhibits one or more of the following characteristics over a period of time and to a degree which adversely affects educational performance:
  - inability to learn which cannot be explained by other defined handicapping conditions

- .. inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- .. inappropriate types of behavior or feelings under normal circumstances
- .. general pervasive mood of unhappiness under normal circumstances
- .. tendency to develop physical symptoms or fears associated with personal or school problems

- Type and severity of emotional disturbance
- Functional implications for situations involving instruction
- In-school and out-of-school behavior consistent with diagnosis
- Recommendations for behavioral management in educational setting
- Other assessment findings.

(5). Learning Disabled

Multidisciplinary team's (regular teacher, teacher certified or trained in learning disabled, certified assessment person) statement:

- Intellectual functioning indicating no mental retardation
- Educational achievement in one or more of the following areas, showing a discrepancy of more than one standard deviation between achievement and IQ
  - .. oral expression
  - .. listening comprehension
  - .. written expression
  - .. basic reading skill
  - .. reading comprehension
  - .. mathematics calculation
  - .. mathematics reasoning
  - .. spelling
- Relevant behavior noted during observation by someone other than regular teacher
- Educationally relevant medical findings

- Discrepancy is not the result of other handicapping conditions, cultural differences, environmental causes, or economic disadvantage
- Signatures of multidisciplinary team members and indicators of concurrence or dissent
- Other assessment findings

When standardized tests are not available or inappropriate, the assessment person must indicate and justify in the written report what tests were utilized as part of the assessment process.

(6). Mentally Retarded

Licensed and/or certified psychologist's/associate psychologist's/educational diagnostician's statement:

- Student functioning more than two standard deviations below the mean in:
  - verbal ability
  - performance or nonverbal ability
  - adaptive behavior
- Degree of retardation
- Functional implications for the educational process
- Other assessment findings of recommended tests

If mental retardation is suspected, assesament instruments are to be selected from the Texas Education Agency's approved list. If none of these instruments are used documentation is to indicate why they were not utilized, and what tests were used.

(7). Multiply Handicapped

Educational diagnostician and other assessment personnel statements of eligibility in two or more handicapping conditions, including:

- Type and severity of conditions
- Combination of conditions results in:
  - multisensory deficiencies
  - motor deficiencies

.. developmental lags in:

... cognitive area

... affective area

... psychomotor area

- Functional implications for educational process
- Other assessment findings

(8). Orthopedically Handicapped

Licensed physician's and Educational Diagnostician's statement:

- Severe orthopedic impairment which adversely affects educational performance
- Specification of type and severity of impairment
- Functional implications for the educational process
- Other assessment findings

(9). Other Health Impaired

Licensed physician's and Educational Diagnostician's statement:

- Limited strength, vitality, or alertness, due to chronic or acute health problems, which adversely affects educational performance
- Specification of type and severity of impairment
- Functional implications for the educational process
- Other assessment findings

(10). Pregnant Student

- Documentation that the student requested special education services
- Review of current grade levels, courses, and programs in which the student participates
- Documentation that ARD developed an abbreviated IEP according to requirements in policy
- Estimation of duration of special education services and date of return to regular education
- Other assessment findings

(11). Speech Handicapped

Speech and hearing therapist's and educational diagnostician's statement:

- Type and severity of impairment
- Functional implications for the educational process
- Other assessment findings

(12). Visually Handicapped

Licensed eye specialist, vision consultant and educational diagnostician's statement:

- No vision or serious visual loss after correction
- Type and severity of impairment
- Functional low vision implications
- Functional implications for the educational process
- Other assessment findings

(13). Severely Handicapped

The educational diagnostician's and/or team's statement:

- The student meets the specific eligibility criteria for one or more of the legally defined handicapping conditions
- The handicapping condition(s) is expected to continue indefinitely
- The disabilities require a comprehensive interdisciplinary program of educational and related services
- The disabilities seriously impair performance in three (3) or more of the following areas of development
  - .. independent mobility
  - .. self-care skills
  - .. communication
- Other assessment findings

A student is to receive a comprehensive reevaluation at least once every three (3) years on or before the student's initial placement date. The assigned assessment person is to make the annual admission, review and dismissal committee aware that the student needs to be referred for an individual assessment. The following referral procedures are to be implemented by the committee:

(1). The student's special education teacher is to serve as the educational liaison.

(2). The Student Referral Form is to be completed by the assessment person and forwarded to the Director of Special Education for processing at least thirty (30) calendar school days before the student is to be evaluated.

(3). Consent is to be obtained from the parent or student of legal age to conduct an individual assessment.

(4). The Parent and Student Rights for a Special Education booklet and Release of Confidential Information form is to be given and reviewed with the parent and/or student of legal age.

(5). A tentative date is to be determined for conducting the reevaluation with the approval of the committee members

(6). The educational liaison and/or assessment person are to collect the required referral data.

The assessment report and other collected evaluation data are to be provided to the admission, review and dismissal committee members for their review and utilization by the Department of Special Education. The written report is to address the three stages of the assessment process and which personnel were responsible for each stage. The report is to also indicate the presence or absence of symptoms or conditions as specified in the specific eligibility criteria for each handicapping condition and identify the findings of all assessments, both formal and informal, and address the degree to which these results might be influenced by the student's educational background, cultural environment or economic status, when appropriate. The report is to be signed by the assessment person(s) conducting the individual assessment.

A written vocational assessment report is also to be prepared when the student is being considered for vocational training. It is to address all of the minimum components of Level I and Level II and the optional components of Level III, when appropriate as outlined in the Texas Education Agency's Vocational Assessment Guidelines. The vocational assessment report is to be made available to the admission, review, and dismissal committee.

ADMISSION, REVIEW, AND DISMISSAL COMMITTEE PROCESS

The admission, review, and dismissal committee is authorized with the responsibility of determining the most appropriate instructional and/or related service program for an approved handicapped student. The committee is to be composed of and include representation from:

(1). Administration - The building principal and/or representative is to serve as chairperson of the committee meeting. The superintendent is to serve as the chairperson of the central admission, review and dismissal committee

(2). Instruction - The student's regular and/or special education teacher are to serve on the committee. The person may also serve as the designated educational liaison

(3). Assessment - The assigned assesament person from the Department of Special Education and/or other personnel who have been primarily involved in conducting the assessment are to attend the meeting

(4). Other Members - The committee is also to include representatives from the Department of Vocational Projects, Regional Program for the Deaf, and the Regional Program for the Visually Impaired, when appropriate

(5). Parents and/or student of legal age

STEP SEVEN: THE DEPARTMENT OF SPECIAL EDUCATION IS TO SCHEDULE THE ADMISSION, REVIEW AND DISMISSAL COMMITTEE MEETING BY NOTIFYING THE BUILDING PRINCIPAL AND THE PARENT OR STUDENT OF LEGAL AGE IN WRITING AT LEAST THREE (3) SCHOOL DAYS PRIOR TO THE MEETING DATE UNLESS THE STUDENT IS NEW TO THE DISTRICT OR IF A MEETING IS SCHEDULED BY THE BUILDING PRINCIPAL.

The admission, review and dismissal committee is to report it's decision in writing by completing the A.R.D./I.E.P. Committee Summary Report within thirty (30) calendar school days from the date on the Referral Committee Report.

Committee members are to:

(1). Designate a person to serve as the recording secretary

(2). Review all collected assessment and educational data

(3). Ensure that the student is not placed in special education if the only deficiency identified is directly attributable to a different cultural life-style or that the student has not had educational opportunities and/or achieved from previous educational experiences

(4). Ensure that a national minority student is not approved on the basis of criteria developed solely on the command of the English language

(5). Determine that the student meets all eligibility criteria as set forth by the Texas Education Agency

(6). Develop or modify individual educational plan for approved handicapped student

(7). Obtain consent for placement in the recommended program(s), when the parent or student of legal age is present

(8). Develop an individual written summary of the deliberations, findings, and recommendations during the committee meeting

- A.R.D./I.E.P. Committee Summary Report

(9). Determine that a pregnant student has requested special education services, when appropriate

(10). Review the approved student's individual educational plan annually or when necessary to determine the most appropriate educational program for the student

- The appropriateness of the long-range goals and short-term objectives
- The appropriateness of the student's educational program placement as it relates to the student's progress
- The appropriateness of related services, when appropriate
- The need for referral for a three (3) year reevaluation or additional assessment
- The need to revise or change the student's schedule or placement in special education
- The appropriateness of promotion or retention when the student has not satisfactorily completed the requirements (Reading) for elementary school promotion

(11). Provide a copy of the A.R.D./I.E.P. Committee Summary Report to the parent or student of legal age at the initial admission committee meeting or whenever the committee is recommending a major revision in the student's educational program

A central admission, review and dismissal committee is to be scheduled by the Department of Special Education when a student is to be considered for residential placement. The meeting is to be held in the administration building with the Superintendent of Schools serving as the chairperson. The assigned assessment person is to provide the following information to the committee members.

(1). A description of the student's specific educational needs

- Assessment data
- Individual educational plan
- Other data

(2). A listing and description of educational programs and related services being provided and/or being considered for the student

(3). A statement of why each educational program and/or related service is appropriate or not appropriate

(4). Any other data which will be of value to the committee

An admission, review and dismissal committee meeting may be held at the time a new handicapped student registers and approve him/her for temporary placement in special education. A second committee meeting is to be held within thirty (30) calendar school days from the initial meeting date to formally approve or disapprove the student for special education. The original committee is to determine and document that:

(1). The parent or student of legal age verifies that he/she is handicapped and was receiving special education services in the previous school district

(2). The previous school district verifies in writing or by telephone that the student participated in their special education program

(3). The parent or student of legal age has given written consent for the temporary placement in special education and/or receives a related service

The Parent and Student Rights for a Special Education Booklet is to be reviewed and made available to the parent and/or student of legal age prior to his/her temporary placement. Permission for an individual assessment is also to be obtained at this time, when appropriate.

The admission, review and dismissal committee meeting may be conducted without a parent and/or student of legal age in attendance, but the Department of Special Education is to maintain a record of its attempts to inform and notify the parents of the meeting. The documentation is to include the following:

(1). Detailed records of phone calls made or attempted and results of calls

(2). Copies of correspondence sent and received

(3). Detailed records of visits made to home or place of employment, and results of visits

(4). Other contacts, when appropriate

STEP EIGHT: THE ASSESSMENT PERSON, AT AN INITIAL ADMISSION, REVIEW AND DISMISSAL COMMITTEE MEETING OR WHEN THE COMMITTEE HAS RECOMMENDED A MAJOR REVISION IN THE STUDENT'S EDUCATIONAL PROGRAM, IS TO SCHEDULE A CONFERENCE WITH THE PARENT OR APPROVED STUDENT OF LEGAL AGE WHEN THEY ARE NOT IN ATTENDANCE AT THE MEETING.

The assessment person is to schedule the conference within three (3) days after the committee meeting to review the recommendations and findings of the members.

The assessment person is to:

(1). Review assessment results and findings

(2). Review and provide a copy of the A.R.D./I.E.P. Committee Summary Report

(3). Review and explain the student's individual educational plan, when appropriate

(4). Obtain consent from the parent or student of legal age

(5). Discuss the special education advisory group

The educational liaison and the student's building principal are to be informed in writing by the assessment person when the parent or student does not give consent. The notification is to be filed in the student's permanent record and the student's special education eligibility folder, when appropriate.

INDIVIDUAL EDUCATIONAL PLAN PROCESS

The individual educational plan is to be developed by the admission, review and dismissal committee when the student is determined eligible and approved for special education and/or related services. The individual educational plan developed by the committee is to include:

(1). The grade level, competency, or functioning level of the student in the basic content areas

(2). The physical abilities and disabilities exhibited by the student which would affect his/her participation in instructional and/or related service

(3). The behaviors demonstrated by the student which affect his/her educational programming

(4). Prevocational skills demonstrated by the student which may be prerequisite to participation in vocational education, when appropriate

(5). Annual goals and short-term instructional and/or related service objectives

(6). Specific instructional and/or related services to be provided and the amount of time to be spent in each educational setting

(7). Projected dates for initiation of services, the anticipated duration of services and justification for each service

(8). Personnel responsible and schedules and criteria for evaluating each short-term objective

For the hearing impaired or visually handicapped student, the individual educational plan is also to include:

(1). A summary of the views of the student, or as appropriate, the parent's views of the goals and objectives to be met and the special service to be provided

(2). An outline of the student's family obligations in relation to the developed individual educational plan

(3). A detailed description of special training, media, or materials to be provided by the Department of Special Education

(4). Plans and arrangements made for contracts and continuing services to the student during out-of-school periods

(5). Assurances that the student and/or parent has been informed of other community agency services available

The individual educational plan for the pregnant student is to address any special provisions or modifications of the regular program needed as a result of the pregnancy and identify the instruction and related services to be provided through special education.

For a student in residential placement, the individual educational plan is to specify the special education instruction time per student per day as determined by the committee. The plan, as necessary, is to identify the programming to be provided within the residential component in support of the approved educational program.

For a student to receive vocational training, the individual educational plan is to include annual goals and short-term instructional objectives through which the student's progress in vocational education can be measured. Any modifications or adaptions of procedures which may be needed to accomodate the student within regular vocational education are to be noted on the plan.

STEP NINE: ADMISSION, REVIEW AND DISMISSAL COMMITTEE MEMBERS ARE TO DEVELOP AN INDIVIDUAL EDUCATIONAL PLAN FOR AN APPROVED STUDENT AND INDICATE THEIR APPROVAL OR DISAPPROVAL OF THE RECOMMENDED PLAN. THE PLAN IS TO BE APPROVED BY AT LEAST A MAJORITY OF THE MEMBERSHIP OF AN ADMISSION, REVIEW AND DISMISSAL COMMITTEE.

The implementors of the plan are to informally review the individual educational plan at least once every three (3) months after the initial placement in special education and/or annual committee meeting date. The review and recommendations are to be noted on the student's individual educational plan, but an admission,

review and dismissal committee is not to be scheduled unless major revisions in the individual educational plan are being recommended.

PLACEMENT IN SPECIAL EDUCATION

A student is to be placed in special education and/or receive a related service only after the student has been approved by an admission, review and dismissal committee for such programming. A handicapped student is eligible to participate in all extracurricular activities (school clubs, athletic activities, music clubs etc.) on the same basis as a non-handicapped student.

The handicapped student is to receive and participate in a six (6) hour instructional day unless the admission, review and dismissal committee approves and justifies a restricted daily schedule. The restricted daily schedule is to be noted on the student's individual educational plan.

STEP TEN: THE DEPARTMENT OF SPECIAL EDUCATION IS TO NOTIFY THE SCHOOL IN WRITING OF THE EFFECTIVE DATE OF PLACEMENT IN THE INSTRUCTIONAL AND/OR RELATED SERVICE. THE STUDENT NOTICE IS TO BE RECEIVED BY THE SCHOOL AT LEAST ONE (1) DAY BEFORE THE STUDENT RECEIVES SPECIAL EDUCATION SERVICES. THE SCHOOLS ARE ALSO TO BE NOTIFIED WHEN A STUDENT IS TO BE DISMISSED FROM SPECIAL EDUCATION OR WHEN THERE IS A MAJOR REVISION OF THE STUDENT'S PROGRAM.

SPECIAL TRANSPORTATION

The admission, review, and dismissal committee is to approve a handicapped student for special transportation when he/she can not utilize regular transportation and is unable to attend the special education class unless special transportation is provided by the school district. The committee is to:

(1). Establish the student's eligibility and need for special transportation.

(2). Determine the type and kind of special transportation to be provided.

(3). Review the special transportation to be provided with the parent or student of legal age.

(4). Document the student's being approved for special transportation.

The primary factor in determining the need for special transportation instead of using regular transportation is the student's safety. The following examples are to be considered by the admission, review and dismissal committee in determining a student's need for special transportation:

(1). Insufficient mobility skills for safe travel on regular school bus.

(2). The pupil using a wheel chair, crutches and/or braces which may either be of danger to the child or other children while riding a school bus.

(3). A specific health or physical characteristic which would prohibit riding a regular school bus.

(4). An inability of the child to communicate which may be a hazard to his or her safety on a regular school bus.

(5). Certain social factors may make it necessary for students with a significantly reduced rate of intellectual development and mental capacity to utilize special transportation.

(6). Hyperactivity, overagressiveness, or depression and/or withdrawal which may either be of danger to the child or other children while riding a regular school bus.

(7). Pregnant students involved in educational programs may be considered for special transportation where it is determined that regular transportation may be hazardous to the safety of the unborn child.

(8). Pupils being served in the regional day school programs for the deaf shall not be eligible for Exceptional Children Transportation reimbursement. The regional day school program for the deaf furnish transportation funds within their program.

Guidelines for establishing a special transportation program are as follows:

(1). Home-to-school and school-to-home pick-up and delivery.

(2). The most direct route between home and school.

(3). A special education student's home school is to be considered the school he or she must attend for special education purposes.

(4). If a student is to be picked up or delivered to a different address, such a request signed by the parent or guardian must be on file.

(5). Eligible special education students who can ride regular buses are to be transported as eligible bus riders on regular routes.

A special education vehicle may be used to transport eligible exceptional children on field trip travel. In so doing, the district's Exceptional Children Transportation Fund is to be reimbursed at a rate based on the actual cost per mile as approved by the local board of trustees.

The Department of Special Education is to notify the person in charge of transportation when a student has been approved for transportation, the effective date of service and the student's pick-up and delivery address.

PROGRAM AND/OR RELATED SERVICE REVIEW

A regular or special education teacher, involved in the education of a handicapped student, may request the admission, review and dismissal committee to review the student's individual educational plan after modification or individualization of the student's educational program have proven to be unsuccessful. The party requesting the review is to notify the building principal by completing the program review request form. The building principal is to sign the request and forward it to the Director of Special Education for processing. The director is to inform the appropriate assessment person and an admission, review and dismissal committee is to be scheduled within a reasonable period of time to review the student's educational program.

A parent or student of legal age is also to complete the program review form when either party is requesting to review the student's educational program. The form is to be submitted through the building principal to the Director of Special Education.

The program review request form is to be filed in the student's special education eligibility folder.

DISMISSAL FROM SPECIAL EDUCATION

A handicapped student is to be dismissed from special education and/or related service by the admission, review and dismissal committee when the student is no longer eligible for special education or benefitting from the special education services being provided (goals and short term objectives on the individual educational plan have been met and documented). Continuing educational services for the dismissed student are to be provided within the regular education program of the school district.

A handicapped student is also to be dismissed from special education by an admission, review and dismissal committee when the student withdraws from school.

SUSPENSION FROM SCHOOL

A handicapped student may be temporarily placed in a more restrictive setting or suspended (short term suspension) from school in accordance with regular school suspension policies and procedures by the building principal when the student's behavior warrants such action, is so disruptive or destructive that it significantly interferes with other student's instruction or constitutes a clear and present danger to self or others. The building principal or representative is to inform the parent and consult with the Director of Special Education about the temporary placement or suspension. The building principal may schedule the admission, review and dismissal committee meeting when talking with the parent or request that the Director of Special Education schedule the committee meeting.

The admission, review and dismissal committee is to meet as soon as possible after the temporary placement or suspension to determine if the student's behavior is the direct result of the student's handicapping condition and to determine if the student's individual educational plan should be modified or revised.

When a handicapped student is being considered for a long term suspension, the suspension is to be considered a change of educational placement and is to be reviewed and acted upon by an admission, review, and dismissal committee. The committee meeting is to be scheduled before the student is suspended and alternative programs are to be considered when the committee determines that the suspension is directly related/caused by the student's handicapping condition. The parent and/or student of legal age is to be informed of the committee's recommendation and findings if they are not present at the meeting.

State and federal policies do not prevent suspension of a handicapped student nor is the student immune to the district's disciplinary process, but it is important that the rights of the handicapped be considered and that the administrative appeals process be reviewed with the parent or student of legal age when such action is undertaken by the district.

RELEASE FROM ALL EDUCATIONAL SERVICES

A handicapped student may be released from all educational services by the school district, but only after the district has undertaken and completed the following:

(1). A individual comprehensive assessment is conducted and the results are provided to the committee for their review.

(2). An admission, review and dismissal committee is to meet and determine that the student has failed to respond to efforts made by the district to provide educational services, and further attempts are considered inappropriate or inconsistent with the student's best interests and documents that a number of instructional options have been attempted, including any specialized services, and none of these is appropriate in meeting the educational needs of the student.

(3). The Direction Service Component of the Education Service Center, Region II documents its efforts in locating services provided by other state agencies or community organizations that may be beneficial to the handicapped student and his/her family,and makes this information available to the committee for their review.

(4). The school district agrees to annually review its decision until the student is 21 years of age and is referred for vocational rehabilitation services unless:

- the annual review is prevented because the student, the student's parent, or the designated parental representative refuses services or refuses the periodic review,
- the student is no longer present in the state or cannot be located, or
- the student has a medical condition that is rapidly debilitative or terminal.

INDEPENDENT ASSESSMENT

If a parent or handicapped student of legal age requests an independent assessment from a qualified professional other than one employed by the Flour Bluff School District, the requesting party is to contact the Director of Special Education who is to review the procedure to be followed in requesting an independent assessment at their own cost.

When a parent or student of legal age disagree with all or part of the comprehensive assessment provided by the Department of Special Education, they are to contact the Director of Special Education. In this situation, the department will either:

(1). Provide for the independent assessment at no cost, or

(2). Request a hearing to show that the individual assessment is appropriate and that the department is not responsible for providing an independent assessment.

- If it is found at the hearing that the school district's individual assessment was appropriate, then the parent is to be responsible for the cost of the independent assessment. If it is found that the assessment was inaccurate or incomplete, the department is to provide for the independent assessment at no cost to the parent. Once an independent assessment is completed and the results are provided to the Department of Special Education, the information is to be included in any meeting of the admission, review and dismissal committee or hearing concerning the student's educational program and become part of the student's special education folder.

ALTERNATIVE PROGRAMS

A handicapped student is to be referred to the Education Service Center, Region II Direction Service when the admission, review and dismissal committee is trying to identify an alternative program for the student which is not available through the school district. If the Education Service Center can not locate or recommend an alternative program, the student is to be referred to the Texas Education Agency's statewide direction service. A follow-up committee meeting is to be scheduled to review the resource identification information provided by the regional or state-wide direction service.

The assigned assessment person is to be responsible for referring the handicapped student to the Education Service Center, Region II with the approval of the Director of Special Education. The parent or student of legal age are to be informed of the referral if they are not present at the committee meeting. A copy of the referral is to be filed in the student's eligibility folder.

STUDENT WITHDRAWALS

When a handicapped student withdraws from school, the student withdrawn record form is to be completed by the special education teacher and forwarded to the Director of Special Education along with the student's special education folder. An admission, review and dismissal committee meeting is then to be scheduled by the Department of Special Education to dismiss the student from special education programs and/or related services.

PRIVATE SCHOOL STUDENTS

Private school officials or a parent of a student attending a private school may initiate a referral by completing the student referral form. The form is to be submitted to the appropriate building principal (the school the student would be

attending if he/she were enrolled) for processing. The referral and individual assessment process are to be conducted in accordance with guidelines outlined in this handbook for all students enrolled in the district.

An admission, review and dismissal committee meeting is to be scheduled by the Department of Special Education to review the results of the individual assessment and determine the student's eligibility and the educational need for special education and/or related services. Approv programs and/or related services (individual educational plan) are to be made available to the student through dual enrollment if the parent does not choose to enroll the student full time.

CONFIDENTIALITY OF RECORDS

The confidentiality of any and all personally identifiable information about a handicapped student is to be maintained by the Department of Special Education and the school district. Personally identifiable information includes:

(1). The name of the student, the student's parent, or other family members and their addresses

(2). The student's social security number or student number

(3). Information obtained through the referral and/or individual assessment process

(4). The findings and recommendations of the admission, review and dismissal committee

(5). The names of personnel who have reviewed and/or inspected a student's records

(6). Individual Implementation Plan

(7). Individual Educational Plan and Student Progress Reports

(8). Special education class rosters and/or the end of the year articulation list.

Wherever personally identifiable information (student records) is maintained, confidentiality is to be observed by school personnel. An individual educational plan contains personally identifiable information and the confidentiality of that

plan is to be observed with all the safeguards implemented. The Director of Special Education and building principal are to be responsible for the overall safekeeping of the student's records. The personally identifiable information is to be housed in a locked filing cabinet or other secure place within the office or classroom where it is located.

A list (Record Access Card) of personnel authorized to have access to the information is to be posted on the filing cabinet or near the secure place.

Parents and school personnel are to fill out the Access to Confidential Records Listing each time they officially inspect and review a student's record or other personally identifiable information. The listing sheet is to be turned in to the school secretary or special education office secretary for filing and safekeeping when it is completed by the special education teacher or other personnel, when appropriate.

A parent or student of legal age has the right to review and/or inspect the student's records. The following procedures are to be followed and observed by the school district:

(1). Educational records are to be made available to parents and/or handicapped students of legal age upon written request to the building principal or to the Director of Special Education. The records are to be made available for review at least forty five (45) days from the date of the request. The request is to be filed in the student's eligibility folder.

(2). Representatives of parents and/or handicapped students of legal age are eligible to inspect and review educational records after the building principal and/or the Department of Special Education has been notified in writing. Representatives are to follow the same procedures that are established for parents and/or handicapped students of legal age. The written notification is to be filed in the student's eligibility folder.

(3). An assessment person or special education teacher is to be available to assist the parent and/or student of legal age in locating and interpretating the educational records. The requesting party is to be informed that copies of the records may be obtained at no cost when such requests are made. The record and other personally identifiable information is not to be removed from the special education classroom or office during the inspection and review.

The Director of Special Education is to form a committee composed of neutral representatives to hear and allow the parent and/or student of legal age to state why they believe the record or personally identifiable information is inaccurate, misleading, or violates privacy or other rights of the student. The committee is to meet with the parent and/or student of legal age and report its findings within fifteen (15) days after the written request is received in the special education office.

(1). A written summary of the deliberations, findings, and recommendations of the committee is to be completed and filed in the handicapped student's eligibility folder.and reviewed with the requesting party. If, as a result of the hearing, the committee determines that the educational record or other personally identifiable information is inaccurate, the information is to be amended and the parent and/or handicapped student of legal age is to be informed in writing. If the committee determines that the information is accurate, the requesting party is to be informed in writing by the Director of Special Education that they have the right to place a statement of disagreement in the handicapped student's special education folder or other records.

The Department of Special Education is to inform the parent and/or student of legal age when an educational record is to be destroyed and is no longer needed in providing educational services. The written notification is to be filed in the handicapped student's permanent folder.

When an educational record is to be destroyed, the Department of Special Education is to maintain an information card.

The parent or student of legal age is to be contacted and written consent is to be obtained before educational records are to be released to other agencies or parties, except those agencies authorized to exchange personally identifiable information as stipulated in the Federal law. The parent or handicapped student of legal age is to be informed in writing when such information is shared between authorized agencies. A copy of the written notification is to be filed in the student's eligibility folder.

The Confidentiality of Record Procedures and the listing of the types and locations of personally identifiable information in the Flour Bluff Independent School District are to be made available to the parent or student of legal age upon request.

MAINTENANCE OF STUDENT RECORDS

The special education teacher is to maintain and regularly update the handicapped student's special education folder located in the school. The content of the special education folder is considered to be confidential and is to include:

(1). Student Notices

- Admission
- Major revision
- Dismissal

(2). Individual Educational Plan

(3). Parent contact information

- Conference
- Other

(4). Three-month student progress review record

(5). Resource Room Progress Reports

(6). Student Contact Reports

(7). Other information, when appropriate

The handicapped student's eligibility folder is to be maintained and updated by the Department of Special Education. The folder is to be located in the special education office and is to include:

(1). The student referral form and referral committee reports

(2). Individual assessment report

(3). Vocational assessment report, when appropriate

(4). Parental or student of legal age consent for

- individual assessment
- placement in special education and/or related service

(5). Notification of rights and of admission, review and dismissal committee meetings

APPENDICES

(6). Admission, Review and Dismissal committee report(s)

- initial
- annual
- review

(7). Individual Educational Plan(s)

(8). Parent contact record

(9). Other information, when appropriate

TRANSFER OF STUDENT RECORDS

When a student is transferred within the district, the sending school is to assure that a student's special education folder is transferred to the receiving school. The special education folder is to be transmitted along with the permanent folder to the receiving school.

When a student is transferred out-of-district, the following is to be observed:

(1). The parent or student of legal age is to be notified and sign the Release of Confidential Information before the confidential information is to be released to the requesting agency unless it is an agency authorized to receive personally identifiable information.

(2). The student's special education folder, located in the school, is to be forwarded to the special education office for filing.

ASSESSMENT TESTS

ACHIEVEMENT: Tests used to measure an individual's degree of accomplishment or learning in a subject or task. Examples of instruments used: Peabody Individual Achievement Test, Wide Range Achievement Test, Woodcock Reading Mastery Test. Key Math, Brigance Diagnostic Inventory of Basic Skills, Gray Oral Reading Test, Dallas Pre School Screening Test, Stanford Achievement Test, California Achievement Test, Denver Developmental Screening Test, and Developmental Profile.

ARTICULATION: Tests designed to determine the quality of speech sound production in comparison to the norms established for those of his age and sex. Examples of instruments used: Goldman-Fristoe, McDonald Deep Test of Articulation, Arizona Proficiency Scale, Templin-Darley, and Sentence Articulation Test.

AUDITORY DISCRIMINATION: Tests designed to detect suspected deficits in speech-sound discrimination ability. Examples of instruments used: The Goldman-Fristoe-Woodcock Test of Auditory Discrimination, and the Wepman Test of Auditory Discrimination.

CRITERION-REFERENCED: Informal assessment of a child's functioning in specific academic area; a mastery test.

DEVELOPMENTAL DELAY: Tests which are used by the physical therapist and occupational therapist to determine amounts of motor involvement.

INTELLIGENCE: An intellectual test designed to measure an individual's aptitude for scholastic work requiring reasoning, and verbal and non-verbal ability. Examples of instruments used: Wechsler Intelligence Scale for Children-Revised, The Stanford Binet, Slosson Intelligence Test, Peabody Picture Vocabulary Test, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Adult Intelligence Scale, Raven Progressive Matrices, McCarthy Scale of Children's Abilities, and the Otis Lennon Mental Ability Test.

LANGUAGE: Tests which assess the student's ability to both use and understand his most proficient language. Examples of tests used include: Verbal Language Development Scale, Test for Auditory Language, Comprehension of Language, and Diagnostic Test of Linguistic Abilities.

LANGUAGE DOMINANCE: Tests designed to determine the language in which the student is most proficient. Examples of instruments used: Dos Amigos, and James Language Dominance Test.

MOTOR: Tests which are designed to measure the speed and accuracy of large and small muscle movements. Examples of instruments used: Purdue Perceptual Motor Survey, and Motor Skills Inventory.

PERSONALITY: Tests which use any one of several methods to analyze personality, such as projective techniques, personality inventories and checklists. Examples of instruments used: Rorschach Inkblot Test, Thematic Apperception Test, Children's Apperception Test, Rogers Personality Inventory, and Minnesota Multiphastic Personality Inventory.

PSYCHOLINGUISTIC: Diagnostic tests which are tests of intraindividual differences and tend to outline abilities or disabilities in reading within a single child. Examples of instruments used: Illinois Test of Psycholinguistic Abilities, and Detroit Test of Learning Aptitude.

SOCIAL ADAPTATION: Tests used to evaluate the degree of social competence by way of the measurement of personal social maturation. Examples of instruments used: Vineland Social Maturity Scale, and Adaptive Behavior Inventory for Children. An informal assessment may be used in this area.

STUTTERING: Observational data used to determine number and type of disfluencies, rate of speaking, and/or rate of reading. Examples of such instruments used: Stutterer's Self-Ratings of Reactions to Speech Situations, Measures of Adaptation of Stuttering and Oral Reading Rate, Iowa Scale of Attitude Toward Stuttering, Check List of Stuttering Reactions, Scale for Rating Severity of Stuttering.

VISUAL-MOTOR DEVELOPMENT: Tests which measure visual-motor functioning and to what degree sensory impressions are received through the eye and responses expressed through gesture of movement. Examples of instruments used: The Bender Visual-Motor Gestalt Test for Children, Visual Retention Test, and the Slosson Drawing Coordination Test.

VISUAL: Tests to establish competencies of students with impaired vision. Examples of tests used include: Low Visual Efficiency Scale.

VOCATIONAL/PRE-VOCATIONAL ASSESSMENT: Tests designed to determine prevocational/vocational interests and attitudes. Examples of instruments used: Social and Pre-vocational Information Battery, McCarron-Dial System, and View Interest Inventory.

VOICE: Observational data which rate vocal quality, appropriateness of loudness levels, and rate of speaking. Examples of tests used include: Buffalo Vocal Abuse Rating Scale, Speech Anxiety Scale, and Buffalo Voice Profile.

In the child identification process, the parent or adult handicapped student has the right to:

- be notified, within a reasonable period of time before anything is done, when and why the school is going to begin or change the identification of the student.
- be notified, within a reasonable period of time, why the school refuses your request to begin or change the identification of the student.
- present a complaint to the Texas Education Agency about any matter relating to the provision of special education services to the student.
- request a due process hearing if you and the school cannot agree on what should be done in any case involving a change in the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

In the comprehensive individual assessment process, the parent or adult handicapped student has the right to:

- give written consent before the student receives an initial comprehensive individual assessment.
- be notified, within a reasonable period of time before anything is done, when and why the school is going to begin or change the assessment of the student.
- receive a description of each assessment procedure, test, report, record, and any other factor the school will use to make a decision about the student.
- be assured that tests and other evaluation materials are provided and administered in the student's primary language or other mode of communication.
- be tested with valid instruments for the specific purpose for which they are used.
- be tested in a manner in which test results are not affected by race or culture.

- be tested by trained personnel in the student's specific areas of educational need rather than be tested merely to obtain a single general measure of intelligence.
- be given tests that accurately identify hearing, vision, and communication skills.
- be assured that no single test is used as the only reason for determining the student's appropriate educational program.
- be evaluated by a group of persons, including at least one teacher or other specialist with knowledge in the areas of the suspected disability.
- be assessed in all areas related to the suspected disability, including (where appropriate) health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- be notified, within a reasonable period of time, why the school refuses your request to begin or change the assessment of the student.
- present a complaint to the Texas Education Agency about any matter relating to the provision of special education services to the student.
- request a due process hearing if you and the school cannot agree on what should be done in any case involving a change in the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

<u>In the admission, review, and dismissal committee process, the parent or adult handicapped student has the right to:</u>

- be notified, within a reasonable period of time, when the ARD committee is scheduled to meet to make decisions about the student's special education needs and services.
- have the ARD committee meeting held at a time and place that is convenient to both the parent and the school. However, if neither parent can attend the school must use other methods to ensure parent participation.

- take someone with you to the ARD committee meeting to assist or represent you in the decision-making work of the committee and to take any other persons you feel may be helpful in advising you or your representative.
- know why a particular special educational placement was chosen over other placements.
- be actively involved in the ARD committee meeting when the IEP is planned and written.
- formally disagree with the IEP including the determination of educational placement.
- give written consent before the student is placed in a program providing special education instruction and/or related services for the first time.

<u>In the individual educational plan development process, the parent or adult handicapped student has the right to an IEP that:</u>

- is developed before the student is placed in special education.
- includes a statement of the student's present competencies.
- includes a statement of year-long learning goals and teaching objectives for reaching those goals.
- includes a statement of the specific educational services through regular education, special education, and related services to be provided for the student.
- includes a statement of the amount of time that the student will receive in each service.
- includes a statement of projected dates for beginning and ending special education instruction and related services.
- includes a statement of the reason why each service is needed.
- includes a statement of the plans to evaluate the student's progress to see if the goals and objectives are being met.

HANDICAPPING CONDITIONS

(1). AUDITORIALLY HANDICAPPED STUDENTS

"Auditorially handicapped students" are students whose hearing is so impaired that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

> Note: The term "auditorially handicapped" is understood to be synonymous with "hearing impaired" and both terms are understood to include "deaf" and "hard of hearing."

(2). AUTISTIC STUDENTS

"Autistic students" are students whose disturbances of speech and language, relatedness, perception, development rate, and motility are such that they cannot be adequately educated in the regular classes of public schools without the provision of special services.

(3). EMOTIONALLY DISTURBED STUDENTS

"Emotionally disturbed students" are students whose emotional condition is psychologically or psychiatrically determined to be such that they cannot be adequately and safely educated in the regular classes of the public schools without the provision of special services.

(4). LEARNING DISABLED STUDENTS

"Learning disabled students" are students who demonstrate a significant discrepancy between academic achievement and intellectual abilities in one or more of the areas of oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics, calculation, mathematics reasoning, or spelling; for whom it is determined that the discrepancy is not primarily the result of visual handicap, hearing impairment, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage; and for whom the inherent disability exists to a degree such that they cannot be adequately served in the regular classes of the public schools without the provision of special services.

(5). MENTALLY RETARDED STUDENTS

"Mentally retarded students" are students with significantly subaverage general intellectual functioning existing concurrently with deficiencies in adaptive behavior and manifested during the developmental period such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

(6). MULTIPLY HANDICAPPED STUDENTS

"Multiply handicapped students" are students handicapped by any two or more of the handicapping conditions described that may result in multisensory or motor deficiencies and developmental lags in the cognitive, affective, or psychomotor areas such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

(7). PHYSICALLY HANDICAPPED STUDENTS

"Physically handicapped students" are students whose body functions or members are so impaired from any cause that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.

(A) Orthopedically handicapped students are those who have a severe orthopedic impairment which adversely affects educational performance. The term includes impairments caused by congenital anomaly and impairments caused by disease.

(B) Other health impaired students are those with limited strength, vitality, or alertness, due to chronic or acute health problems, which adversely affect educational performance.

(8). PREGNANT STUDENTS

"Pregnant students" who may be considered eligible for special education services are those students who have been diagnosed by a licensed physician as being pregnant and who, for an appropriate period of time, desire to continue their education in an alternative setting rather than continuing in the regular education program setting.

(9). SPEECH HANDICAPPED STUDENTS

"Speech handicapped students" are students whose speech is so impaired that they cannot be adequately educated in regular classes of the public schools without the provision of special services.

(10). VISUALLY HANDICAPPED STUDENTS

(A) "Visually handicapped students" are students whose sight is so impaired that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.

(B) "Deaf-blind students" are those whose hearing and vision, after all necessary medical treatment and use of hearing and optical aids, remain legally nonfunctional or otherwise result in serious educational handicaps requiring special provisions for maximal educational achievement.

SPECIAL EDUCATION TERMS

AD - Auditorially Handicapped

ADO - Administrative Policies and Procedures for the Education of Handicapped Students

APE - Adaptive Physical Education

ARD - Admission, Review, and Dismissal

ED - Emotionally Disturbed

ESC - Education Service Center

FAPE - Free Appropriate Public Education

IEP - Individual Educational Plan

IIP - Individual Implementation Plan

LD - Learning Disabled

LEA - Local Education Agency

MH - Multi Handicapped

MR - Mentally Retarded

OH - Orthopedically Handicapped

OHI - Other Health Impaired

OM - Orientation and Mobility Training

OT - Occupational Therapy

PG - Pregnancy

PT - Physical Therapy

SERS - Special Education Resource System

SEMS - Special Education Management System

SH - Speech Handicapped

- Severely Handicapped

TEA - Texas Education Agency

VH - Visually Handicapped

SPECIAL EDUCATION FORMS AND REPORTS

HEADING	PERSONS RESPONSIBLE
Referral for Alternative Services	The form is to be completed by the person referring the student and submitted to the building principal.
Educational and Physical Information Report	The report is to be completed by the educational liaison in cooperation with other school personnel and made available to the referral committee.
Social and Physical Information Report	The report is to be completed by the referred student's parents or guardians and made available to the referral committee.
Referral Committee Report	The report is to be completed and signed by the referral committee members.
Referral Committee Summary Report	The report is to be completed by the referral committee chairperson and forwarded to the referral source, parent and the Department of Special Education when the student is to receive an individual assessment.
Individual Assessment Request	The form is to be completed by the referral committee chairperson and forwarded to the director of special education when the committee has recommended a student receive an individual assessment.
Individual Assessment Acknowledgement	The form is to be completed and signed by the director of special education upon receipt of the assessment request from the referral committee chairperson.
Student Contact Report	The report is to be completed by the special education supportive person each time he/she has contact by telephone, letter or in person.
Parent and/or Student Permission for Individual Assessment	The form is to be reviewed and signed by the parent and/or student of legal age before the referred student is to receive an individual assessment.

Notice of Rights To Parents	The parent and/or student of legal age is to sign the form and acknowledge that he/she has received the Parent and Student Rights for A Special Education booklet. The form is to be signed at the same time permission is being obtained to conduct the individual assessment.
Exchange of Confidential Information	The form is to be signed by the parent, guardian and/or student of legal age at the time permission is being obtained to conduct an individual assessment.
Classroom Observation	The form is to be completed by the person observing the referred student in the classroom. The observation information is part of the individual assessment.
Cover Letter and Medical Examination	The cover letter is to be signed by the director of special education with the accompanying form(s) being completed and signed by the licensed physician or specialist. • Medical Examination • Medical Examination for Homebound Instruction • Eye Specialist Report • Physical Education Classification • Hearing Examination
A.R.D./I.E.P. Committee Meeting Notification	The notification is to be sent by the assigned assessment person to the parent, guardian or student of legal age informing them of the date and time of the admission, review, and dismissal committee meeting.
A.R.D./I.E.P. Committee Attendance Request	The form is to be completed and signed by the parent, guardian or student of legal age when he/she is requesting a representative to attend the admission, review, and dismissal committee meeting.
A.R.D./I.E.P. Committee Schedule	The director of special education is to notify the school(s) of the admission, review, and dismissal committee meetings being scheduled by the department.
A.R.D./I.E.P. Committee Agenda	The "tentative" agenda outlines topics to be reviewed during a given admission, review, and dismissal committee meeting.
A.R.D./I.E.P. Committee Meeting Summary Report	The summary report is to be completed by the recording secretary and signed by those in attendance at the admission, review, and dismissal committee meeting.

Individual Educational Plan	The plan is to be completed and signed by the admission, review, and dismissal committee members.
Special Education Admission	The form is to be reviewed and signed by the parent, guardian or student of legal age at the admission, review, and dismissal committee meeting or at the follow-up conference scheduled by the assigned assessment person.
Change of Educational Placement	The form is to be sent by the assigned assessment person to the parent, guardian or student of legal age when the admission, review, and dismissal committee has recommended a change of placement and he/she is not in attendance at the committee meeting.
Dismissal from Special Education	The form is to be reviewed and signed by the parent, guardian or student of legal age when the admission, review, and dismissal committee recommends dismissal and he/she is not in attendance at the committee meeting.
Special Transportation	The form is to be completed and signed by the admission, review, and dismissal committee members when they have approved a handicapped student for special transportation.
Special Transportation Request	The form is to be completed by the parent or guardian when he/she requests that the student be picked up or delivered to an address other than the home address. The form is not to be completed if the parent or guardian requests this at the initial admission, review, and dismissal committee meeting when special transportation is approved.
Student Notice	The form is to be completed and disseminated to the designated school personnel by the director of special education when a student has been approved for special education, his/her placement has been changed or is dismissed from special education by an admission, review and dismissal committee.

Teachers Resource Guide	The guide is to be completed by the director of special education and accompany the student notice.
Teacher Information Sheets	The student information is to be attached to the student notice by the director of special education and made available to regular teacher(s) serving the approved handicapped student.
Student Services Request	The form is to be completed by the assessment person referring the student to the Education Service Center, Region II and is to be signed by the director of special education.
Student Withdrawal	The form is to be completed by the special education teacher and forwarded to the director of special education when a student withdraws from school. The student's special education folder is to be attached to the form.
Record Access Card	The card is to be posted by the building principal or director of special education near to where confidential/student records are housed. The card indicates those persons who are authorized to review or inspect student records.
Access To Confidential Records Listing Sheet	The form is to be completed by authorized school personnel, parents and their approved representatives each time they "officially" review or inspect a student's records. The sheet is to be turned in to the school or special education secretary for safe keeping when it is completed.
Program and/or Related Service Review	The form is to be completed and submitted to the building principal by the teacher, parent or other personnel requesting an admission, review and dismissal committee meeting be scheduled to review a handicapped student's educational program and/or related service.
Release of Confidential Information	The form is to be sigend by the parent, guardian or student of legal age before a student's records are released to another agency unless it is an agency authorized to receive confidential information.